

DOCUMENT RESUME

ED 203 981

JC 810 471

AUTHOR Nowakowski, Marie; And Others
TITLE Women in Washington County. A Conference Cosponsored by Hagerstown Junior College and CASA/New Directions for Women (Hagerstown, Maryland, April 1981).
INSTITUTION Citizens Assisting and Sheltering the Abused/New Directions for Women, Hagerstown, Md.; Hagerstown Junior Coll., Md.
SPONS AGENCY Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE 30 Apr 81
NOTE 43p.
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Battered Women; *Career Development; *Employed Women; *Equal Education; *Females; Feminism; Government Role; Nontraditional Occupations; Postsecondary Education; State Legislation; *Womens Education; Workshops
IDENTIFIERS *Maryland

ABSTRACT

The proceedings of a conference are presented, at which representatives from various Washington County (Maryland) women's organizations discussed education, employment, career choice, and domestic violence in relation to the status of women. The monograph first presents four position papers dealing with these conference themes: Diane E. Weaver notes the preponderance of women in low-paying jobs and the need for non-traditional career counseling; Marie E. Nowakowski discusses the failure of education to enhance the status of women in a society which is not receptive to their participation in powerful positions; Robin L. Spaid reviews the problems faced by displaced homemakers and the low priority assigned by society to women's programs; and Vicki A. Sadehvandi discusses the plight of battered women. Next, the text of Constance Ross Beims' keynote address is presented in which she discusses the historical struggle of women to gain recognition and legal rights; the low socioeconomic status of women in Maryland despite an equal rights amendment to the state's constitution; special issues related to employment, health, and education; and the limited response of government to battered, displaced, and homeless women. Finally, the monograph reviews the issues raised in small group discussions which examined each of the conference themes. The conference program, evaluation results, and a list of participants are appended. (JP)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Women in Washington County



A conference cosponsored by

Hagerstown Junior College
CASA/New Directions for Women

and partially funded by

Maryland State Department of Education,
Division of Vocational Technical Education
Part B Formula Monies

April 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Michael H. Parsons

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

WOMEN IN WASHINGTON COUNTY 1981

TABLE OF CONTENTS

	Page
Introduction	1
Position Papers	
Career Choice	3
Education.	6
Employment	8
Domestic Violence	11
Keynote Address.	14
Small Group Discussions	
Career Choice.	25
Education.	27
Employment	30
Domestic Violence.	32
Appendices	
Conference Program	34
Conference Evaluation.	35
Conference Participants.	39

Introduction

At the several conferences Hagerstown Junior College has sponsored since 1977 on the central topic of women's issues, a consistent thread has been woven through the remarks of keynote speakers, educators, employers, and conference participants. This recurring theme was the need to convene the leadership of community groups, especially women's organizations, in order to focus on those issues germane to women in Washington County.

With the rapidly changing economic trends nationwide, the entry of an increasing number of women into the job market has necessitated a fresh look at related issues such as education, changing family patterns and career development. Washington County is a microcosm of the national picture and finds itself addressing these same issues. Designing a conference format that would bring together the women responsible for study and action in the realm of service organizations seemed to be the logical step for program development. The conference evolved through several stages.

First, a steering committee of three HJC personnel and a staff member of CASA/New Directions for Women, a community service agency for displaced homemakers, met to select those issues which could be addressed at the conference. These issues were: education, employment, domestic violence and career choice. Each member of the steering committee prepared a paper on one of the topics.

Second, these papers were forwarded to Constance R. Beims, Appointments Officer for Governor Harry Hughes, who served as the keynote speaker for the conference. (The position papers and the keynote address are included in these proceedings.)

Third, invitations were issued to two representatives from each women's organization in Washington County. They were invited to an evening conference which began with dinner, the address by Constance Beims, small group discussions and a brief wrap-up session.

Finally, in late April, 1981, the conference was held on the Hagerstown Junior College campus. It resulted in the commitment of a group of the participants to organize a coalition of women's groups in Washington County. It is hoped that this core group will continue to address women's issues and plan strategies for dealing with them.

It is our hope that the spirit of cooperation and enthusiasm developed at the conference will continue to grow. The ideas expressed within these pages reflect the thinking of Washington County women as they meet the challenges of the eighties together.

Women in Washington County 1981
Conference Committee

Marie Nowakowski
Vicki Sadehvandi
Robin Spaid
Diane Weaver

Position Paper

Women and Career Development

Diane E. Weaver

I. General Issues:

Two young friends:

"What are you going to do when you graduate?"

"I guess I'll go to college. Then I might work for a year. Then I guess I'll get married."

If you were asked the sex of the second friend, chances are you would guess female. A female did say that, and she probably wasn't the only one who has stated her life goals in that way. Her reply contains several assumptions, not the least of which is that with marriage, life in the work force is over.

We know, because we see it all around us, that women do exist in the paid labor force. In fact, over 41% of the work force is women. Young, mid-life, older women. Women who have planned their careers, and women who have been forced by inflation or life circumstances into the work force. For whatever reason, the entry of women into the work force is a major continuing phenomenon. As diverse as women workers are, at least 80% of them have one thing in common. They are clustered in the lowest paying job categories: clerical, sales, service or light factory jobs.

In a Gallup Poll conducted among teenage girls and boys in 1977, the top 10 career choices in order of preference were:

Girls - secretary, teacher, nurse, other medical, veterinarian, fashion design/modeling, doctor, social work, business, cosmetologist/hairdresser;

Boys - skilled worker, engineer, lawyer, teacher, professional athlete, musician, architect, farmer, doctor, military.

Despite increased awareness of and movement into previously off-limits careers, most women are still choosing traditional careers. But are they really choosing, or are they allowing choices to be made for them through insufficient information, lack of encouragement, or through passive acceptance?

However career choices are made, they are often deferred into midlife, when children leave home or a marriage ends. The reentry woman enters the job market with fear. Downgrading the many skills she has practiced as homemaker and volunteer, and apologizing for her absence from paid labor, she generally accepts any job she can get. Whether a woman is employed throughout her life, or for a part of her life, she is likely to end as she began, part of the 80%.

II. Washington County Issues

The general issues discussed above are applicable to the women of Washington County. The number one job classification as far as women is concerned is clerical. Due partly to a surplus of clerical workers, salaries are even lower here than elsewhere. Yet young and older women alike continue to seek employment in this and other traditional fields. Hagerstown Junior College enrollment figures illustrate this situation:

<u>PROGRAM</u>	<u>WOMEN ENROLLED</u>
Secretarial Programs	60
Merchandising	24
Nursing	61
Human Services	52
Early Childhood Aide	34
Electrical Engineering	
Technology	2
Engineering	6
Mechanical Engineering	
Technology	2

Those women who might pursue other options are generally not encouraged, either by school, family or community. Traditional roles are rewarded by the community; nontraditional roles are suspect. Consequently, few role models exist. Career choice is a contradiction in terms, for choice is not present. Career selection is first narrowed and then left to chance.

III. Questions

Discussion of these issues raises several questions. They are:

- A. How can schools be influenced to encourage, to develop, and present non-stereotyped career development programming and counseling?
- B. How can women be united to work for increased career opportunities within this community?
- C. How can women work effectively with employers to advance career opportunities?
- D. How can reentry women be encouraged to pursue nontraditional careers?
- E. How can women be encouraged to know and apply their legal employment and educational rights?

Position Paper

EDUCATION: REFLECTING AN ATTITUDE

Marie E. Nowakowski, Ph.D.

It is January, 1981. A new president has moved into 1600 Pennsylvania Avenue and he has not nominated a woman to the Cabinet. Hagerstown, Washington County's largest municipality, will hold primary elections soon and all the candidates are men. No woman is an incumbent Washington County Commissioner. As an educator - a woman - I am to prepare individuals to enter the world of work, or higher education, or society or any combination of the three. I am to convince the students I contact, men and women, that education is "worth it", that they really matter, that there is a place in the sun for them all. And I choke on that promise, especially to the women.

Education, if it is to be effective, needs to assist the educated to assume roles of leadership in every sphere of modern life - in business career fields, in politics, in the arts and sciences and in the helping professions. Educational institutions, in times of dwindling enrollments have attempted to attract the non-traditional student. While their educational experience is broadening and enriching, the students, very often the women, are not willingly absorbed into "impactful" positions in the community.

THE ISSUE: What does it mean to educate for
productive life?

Hagerstown Junior College has made an effort to recruit women, to encourage them to seek non-traditional occupations, to enhance alternate career skills. It has developed a Displaced Homemakers' Service. Yet, the women do not come in abounding numbers. I see State data which indicates that 1.4% of the county population access the services of the Community College and I wonder if people in general, and women in particular, don't care about education.

In this winter of 1981, with Mack Trucks, a major local employer, in a lay-off mode, I wonder how many women are caught in the dilemma of seeking part-time employment to help balance a family budget? How many dreams of going back to school are postponed again?

But some women do come - into nursing, human services, secretarial and education programs. Fewer of them brave the "hard" sciences or engineering. The proprietary schools in the area are

tradition bound, in that their training programs are directed to secretarial, practical nursing or cosmetology programs. Some would like to transfer to upper division schools. No Maryland state institution is within commuting distance. Those schools which are a drive away are either out-of-state or private institutions with higher tuition rates. I look at Hagerstown Junior College data from three years ago, and see that 75% of the women over 27 who responded to a survey were funding their education through family or personal funds. Money for education is often a luxury.

THE ISSUE: Is public higher education accessible and acceptable to women of Washington County?

The local news team is interviewing persons in the street in reaction to the hostages' release. A delightful middle-aged man is saying, "I'm happy to see all those boys being able to go home to their folks. They're brave and wonderful." I wonder if he knows of the two women? I glance at the headlines and note that a local government official has pleaded guilty to harassing a female friend via phone. I wonder if he'd be willing to support a woman during the next election?

Washington County cannot be that different than other areas of the country! If that is the case, perhaps I am exaggerating an attitude, an atmosphere, an environment that is really not adverse to a shared responsibility for society's future. But I wonder what would happen if I tried to muster opposition to that political personage who harassed via phone. Would women see that as an issue?

What would happen if I approached the local CETA office and asked them to stop referring women to traditional training programs? What would happen if I encouraged our students, especially the women, to write to our local Congresswoman in protest of her support of increased defense spending and ask her to sponsor legislation for increased funding for the education of women. What would happen, on my own campus, if I strongly recommended that we do a direct mailing to the women in every household in Washington County, inviting them to "take over" the campus for a day - to browse, to inquire, to get away? Would they come?

THE ISSUE: Does education take place solely within the walls of schools and colleges or within the hearts and minds of persons? If in both, where and when shall the twain meet?

Position Paper

WOMEN IN THE SHADOWS

Robin L. Spaid

As the number of women in our population increases, the economic gap between the sexes grows wider. Sixty percent of those persons entering the labor force in the 1970's were women. Almost 60% of those women were single, divorced, separated or widowed. The median income for women in 1977 was \$8,618 a year, just 59% of the median earnings of men, \$14,626. Women are 58% of the 24.7 million persons below the poverty level. In 1977, a male with a high school education earned an average of \$2,028 more than a woman with four or more years of college.

The 1980 census report indicates that female heads of household have increased more than 50% in the past decade, from 5.6 million to 8.5 million. One of the key causes is the dissolution of marriages through either separation, divorce or widowhood. Many of these 8.5 million women fall into the category of displaced homemakers. Caught in the midst of a rapidly changing society, veteran homemakers find their skills no longer needed, no longer valued and economically useless.

Displaced homemakers sell themselves short, not just in the job market but in every aspect of their lives. This is obvious from the woman who shows a blatant lack of confidence and low self-esteem to the woman who knows she can do anything, yet nothing quite suits her needs. The latter always has an excuse for why she cannot consider a career in this field or that. The former is openly unconfident and repeatedly makes statements such as "I've never worked. All I've ever done is raise five kids and keep house." At every level, women sell themselves short, from their self-expectations to the importance of their work.

In the last 12 months, 150 displaced homemakers between the ages of 21 and 70 have sought services from Hagerstown Junior College's Office of Displaced Homemaker Services. They are searching for viable opportunities of obtaining employment training and eventually a job. Most require a substantial income in order to support themselves and the children remaining at home.

Unfortunately most of these women seek training in areas which often lead to low paying jobs, secretarial science and human services. A smaller percentage choose the areas of business, accounting, management and data processing. One of the 150 persons assisted by the Office of Displaced Homemaker Services is working toward a degree in biological science. Although engineering is one of the most lucrative fields for women today and Hagerstown Junior College offers an engineering program, no one out of 150 displaced homemakers sought training in this area. Many women did initially express an interest in the medical field. Their dreams vanished quickly however when they learned the curriculum involved math and science.

The poor self-image of the displaced homemaker truly reflects our societal values. Traditionally, women's programs are seen as unimportant and are put far down on the list of "things to fund" by funding agencies. We sweat and try every gimmick we can think of to get minimal funding for abused women or displaced homemakers. Like the inept physician using a band-aid to cover a wound, never looking for internal bleeding, our social programs for women only cover the surface. There is never enough - not enough staff, not enough time, not enough dollars - to do a thorough job. Our band-aid surgery social programs touch only the surface. Too many other national priorities usurp the importance of the problems of 51.3% of the population. It seems funding is available for stocking trout streams, Little League programs, even for the military uses of the Frisbee. However, women's programs lie far down on the list of priorities.

Where do our society's priorities lie? How can we change them? The child who is wearing the Little League uniform will suffer greatly when she and her displaced mom need food, shelter and a means of support. Yet there seems to be no connection made by society between the number of female heads of household below the poverty level and the lack of comprehensive programs to serve these women. It now seems clear that the present welfare system will produce generation after generation of dependent families. The largest percentage of these families will be headed by females. There is an urgent need for effective programs which actually assist women in becoming economically independent and do not leave women permanently dependent upon federal assistance.

When women's programs are funded, they work on shoestring budgets. Only the necessities are possible. We scrimp and save and work ourselves and our staff to the bone. We burn out quickly, not realizing that the burnout rate has any connection with economics. Not only are we underfunded, but we are expected to, and usually do, produce miracles with these limited funds. We never have money for the things we really need.

The Maryland State Department of Education funds ten programs throughout the state for displaced homemakers. The Office of Displaced Homemaker Services is one of these programs, housed at Hagerstown Junior College. These programs were funded to assist displaced homemakers in preparing for the job market and ultimately obtaining employment. However, the Department of Education does not provide any tuition assistance funds to these programs.

Bureaucrats devising programs most often have no idea what the needs of the client population are. Our stop-gap social programs will have to stop. They are doomed to failure. You only get what you pay for.

The least cooperative sector seems to be employers, particularly private employers. Sewn into rigid and narrow ideas of what employees are, employers are unable to use their imaginations to see that non-traditional employees, i.e., displaced homemakers and women in general, can be very valuable assets in the work place. A displaced homemaker often does not fit into the traditional male employee mold. She may have children to care for when they are sick; her confidence may be low; she may not ask the right questions. However, she may bring many things to the work place which a traditional employee may not: imagination from a different point of view, ambition with compassion and understanding, a fresh look at new problems.

It would be convenient to blame men for the plight of women in today's society. However sexism has not vanished because women have not helped it to vanish. Our opinions of what we are worth are so low that we have convinced those around us we are worth less and worthless. All points considered, there is much work to do.

Women, whether they are displaced homemakers, career women or engaged in nontraditional roles, must work for an equal place in our society for themselves, their daughters and other women. It will take an extra effort by men, employers, funding agencies and others to give women not only equal opportunities but equal outcomes. How do we go about this? What action will we take to achieve equality in a more expeditious fashion? How can we create a true equality between the sexes?

It seems that in 1981 women will be more deeply polarized on feminist issues than just a decade ago. How can we rally more support for fair and equal treatment of human beings, females and males?

Position Paper

SOCIAL CONSEQUENCES OF FAMILY VIOLENCE

Vicki A. Sadehvandi
Executive Director
CASA/NEW DIRECTIONS FOR WOMEN

Violence within the family has occurred throughout history. Today, in the United States it is a way of life for many families. While all the family members may be affected by violence, the following is a discussion of one specific form of family violence-- wife abuse.

Wife abuse has emerged in today's culture as a major social concern. A recent national survey established that as many as twenty-eight million women are abused each year. It is of the utmost importance that one remembers, that battering tends to escalate over time and may lead in some instances, to murder. According to the 1977 F.B.I. Uniform Crime reports, two-thirds of all homicides in the United States were committed by persons who were either a friend, relative or acquaintance of the victim. In half of these cases, the murders occurred between husbands and wives.

While all causes of wife abuse are not known, much less understood, some characteristics of this type of family violence have been identified. Any woman can be the target of abuse. Contrary to belief, family violence is not confined to a single group (low-income, uneducated, blacks). It occurs in families of every economic, racial, religious and educational group.

Battered women are often ashamed to admit being beaten. They fear being blamed or rejected by their friends and families or being subjected to retaliatory attacks from their partner. When they do speak out, they often are not believed. Many people prefer to think this kind of violence does not happen or exist, because they do not know how to respond to such a situation. This denial does not help protect battered women, it further erodes their self-esteem.

There are few places that a battered woman can turn to for assistance. The police are often the first to be called, yet they may be reluctant to intervene or make arrests. Social Services, medical, and mental health agencies have also been slow to respond. Their efforts have been hampered by lack of awareness and lack of skills in recognizing and assisting abused women.

Since its inception in February, 1977, CASA has provided services to over 800 families affected by domestic violence. Domestic violence is a problem that is as common as "apple pie" and is no stranger to the residents of Washington County. We cannot remain smug and act as if this type problem does not exist in our community - we're very conservative and rural - all the better for this problem's continuing existence.

Many of the complaints heard by a counselor in an agency in New York City are the very same we hear at CASA in Washington County. The victim seeking relief from domestic violence is a person facing a real crisis!

A woman must be "superwoman" to overcome all the mechanical obstacles involved in separating from an abusive spouse. But women in this position are usually the ones whose strength has been drained by years of difficulty in the marriage, negative messages from her spouse, and isolation from helping friends and relatives. She already starts her ordeal with disadvantages.

The most common question asked, "Why doesn't she just leave him?" is perhaps the least understood. The public must be educated to the many complicated reasons behind her possibly remaining in the home.

Social welfare programs do not provide the necessary assistance to meet the emergency faced by a victim fleeing her home in fear for her life. Public assistance is not readily available in emergencies! The legal system is often indifferent to domestic assault as a crime or offers solutions that victims may consider inappropriate. Counseling programs generally do not reach the most significant party to domestic violence, the assailant!

Victims of domestic violence, like victims of other crimes, may call their local law enforcement agencies when they need help. The response they receive is likely to differ considerably from that received by a person reporting a burglary. One of the most common complaints is that these calls, if answered, are not processed as a report of a crime.

Only 2% of battering males are ever prosecuted. While assault and battery, is a readily punished crime when it occurs between strangers, give a man a marriage license and he is free to inflict savage damage to his wife for years before the state intervenes. WHY?

The cultural and psychological ramifications of this situation are enormous. The woman's place is in the home, the house and children are her responsibility. If the house is upset, the children unruly, that too is her fault. If she is beaten by her husband, it is probably just what she deserves. These attitudes haunt women today. Judges and police officers assume that "she" provoked "him" and in the courtroom, it remains the responsibility of the battered woman to convince the judge she is truly the victim!

POINTS TO BE CONSIDERED

- 1) Attitudes a woman must endure whether she remains in the home or not.

If she stays - she must like to be beaten or deserves it. If she leaves - she probably has another man. How do we educate the public to the serious misunderstanding of this problem?

- 2) How do we convince the criminal justice system that domestic assault is a crime?

W O M E N I N M A R Y L A N D

- A Reflection

- A Prospectus

Presented before the
Washington County Conference
for Women - April 30, 1981

Sponsored by
Hagerstown Junior College
and
CASA/New Directions for Women

Constance Ross Beims

WOMEN IN MARYLAND

A Reflection - A Prospectus

"The dogma of Women's Complete historical subjection to men must be rated as one of the most fantastic myths ever created by the human mind."

- Mary Beard

The dispelling of this fantastic myth continues. In Maryland, this year, for the first time, Women's History Week was celebrated. Proclaimed by the Governor, its citizens and educators, this week served as a succinct reminder of our glaring absence in the official and recorded annals of history.

It is ironic also that this celebration, which has been held annually on an international basis since 1910, had its origins in New York in the early nineteenth century. Engulfed by a new economic structure in the 1830's, women and children found themselves an integral part of the industrial revolution serving as a cheap and available work force. On March 8, 1857, female workers in the garment industry in New York staged a demonstration to protest low wages and long hours. By 1860, a fledgling union had begun and on March 8, 1908 the women in the Needle Trade Industry demonstrated again to add child care and the right-to-work to their 50-year-old list of grievances.

Serving as an annual reminder not only of women's struggles but more importantly, her historical contribution, International Women's Day is celebrated now in over eighteen countries. The United States has not yet declared this day as a day of national significance. In fact, not until 1967, when Sonoma County, California, declared International Women's Day and Women's History Week, was there any recognition of this celebration in the United States. Paralleling this century-long effort to draw attention to our contributions was the actual making of history - man's history and our history in this country.

The U.S. Constitution was silent on women until 1920 when the 19th Amendment was ratified which extended the right to vote to women. This ratification culminated an almost 300-year effort, beginning with Margaret Brent asking for the vote in 1642.

Through the 1800's women were in the forefront of the anti-slavery movement, thinking, erroneously, that the inclusion of blacks into full citizenship could, should and would include 50% of the population - women.

Our history, when viewed as a collective, takes on the image of the unsung heroine as described in Maryland's Women's History Week:

"The image that ... she kept us warm, she fed and clothed us; she encouraged us and listened to our joys and woes; ... Her number is legion and her faces many - from the Indian woman teaching pride to her children, to Rosie the Riveter working in our factories, to the contemporary woman sustaining her church and organizations. She is many colors, shapes, sizes, cultures and philosophies. She is young and she is old, sophisticated and homespun. She is the mountain woman - the farm woman - the woman inhabiting the tidewaters of Chesapeake Bay. She scrubbed the steps of Baltimore and fed the poor family down the block. She tended the stove at every church supper - and she chaired the committees of a thousand worthy causes."

When viewed, individually, in Maryland, woman has been:

- . Margaret Brent asking for the vote;
- . Anna Carroll serving as a military strategist;
- . Rachel Carson alerting us to the shortness of our lives by disregarding or damaging our relationship with nature as a whole;
- . Lillie May Jackson organizing the largest branch of the NAACP in America;
- . Mary Risteau serving as the first woman in the Maryland General Assembly - first in the House and then first in the Senate;
- . Florence Sabin leaving a legacy of health through her research and teaching;
- . Elizabeth Seton becoming the first native-born saint of the Roman Catholic Church;
- . Henrietta Szold devoting her life to the advancements of the State of Israel by founding the Hadassah and personally being credited with saving the lives of 13,000 German children;
- . Harriett Tubman becoming the "Moses" to her people rescuing over 300 slaves and guiding them safely through and out of Maryland.

And today we relish our advancements by noting that 50% of our congressional delegation has been female and 28 women currently serve in the Maryland General Assembly. Statewide, in municipalities, counties and central committees our numbers have swollen to reflect over 350 women in elective office in Maryland today.

Maryland has been an Equal Rights State since 1972 when the population, through referendum, approved that constitutional amendment by a two to one margin. The language is simple:

"Equality of rights under the law shall not be abridged or denied because of sex."

- Article 46 Declaration of Rights
of the Maryland State Constitution

And since 1972 the State of Maryland, through its laws and court decisions, has sought to guarantee equal rights before the law for all its citizens.

And yet, here we stand:

- . earning 59 cents for every dollar a man earns;
working ten hours for every six of a man's for equal pay;
- . reporting spousal abuse to the appalling tune of 15,000 cases a year;
- . serving as head of household in one of every seven households, reflecting a change from 1970 which recorded one in every ten;
- . finding 60,000 of us in Maryland labeled as displaced homemakers because of death, divorce or permanent disability of our spouse;
- . aware that for every day care slot available five children are in need of day care;
- . and being very aware that we comprise 42% of the work force in Maryland.

Maryland is proof that ERA does not:

- . give us equal pay;
- . change attitudes; or
- . permit us into arenas where public and private policy determine who the decision makers are and what they are deciding.

But there is also proof in Maryland that the ERA does not:

- . cause unisex toilets.

What it does do in Maryland is give us equality before the law - a right that we should be able to carry with us across this great land. Hence, the National ERA should continue to be a major concern of every woman in this country.

In developing a prospective on where we are today and what the 80's should hold for the women of Maryland and Washington County, one should look to several areas to serve as barometers: employment, health, education, women in crisis and our family unit.

EMPLOYMENT

Women work for the same reasons as men - to provide income for themselves and their families, to pay for food, shelter, clothing and other basic needs.

- . Between 1950 and 1979, women accounted for 60% of the steady growth in the work force. The number of women entering the work place has averaged over one million each year since 1972. They are single women, heads of households and married women reentering the labor force.

- . By 1979, according to Department of Labor statistics, 43 million women, or 51% of all women 16 years of age or older, were in the labor force. During this same time period, there was an increase of 17% in labor force participation among the younger women aged 25 to 34, 62% of this age group in the work force. This parallels the fact that 70% of the women in this age group are married, live with their husband and have children under 18 at home. It has been further noted that 40% of all women with pre-school children worked outside the home in 1978.

We note further that:

- . Women are still concentrated in low paying clerical and service occupations. Of the 440 occupations listed in CENSUS OCCUPATIONAL CLASSIFICATION SYSTEM most women in the United States are clustered in only 20 of those occupational categories. In Washington County, because of a surplus of clerical workers, the salaries are even lower.

- . Women with the same educational attainment as men continue to have lower earnings at every level. In 1977, women with four years of college had lower incomes than men who had completed only the eighth grade. High school graduates earned less income than men who had not completed the sixth grade. According to the U.S. Department of Labor, at the end of the decade women received nearly one out of every two master's and doctoral degrees. If women continue to receive advanced degrees at the existing rate, they may be able in the 1980's to pursue careers in which high levels of education are required for job selection and advancement.
- . Women's interrupted employment patterns continue to work against them. Decisions related to marriage, childbirth, job harassment, continuous low pay and other concerns have resulted in women entering the work force, leaving it, and reentering later. These interrupted work patterns continue to adversely affect women's upward mobility, training, earning power, pensions and social security, and guaranteeing, under current policy, poverty in their later years.
- . The phenomenon of the two-earner family has become prominent over the decade causing reflections and studies regarding the family, child care, social patterns, the changing roles of men and women and the needs of the family unit.
- . Recent studies show, also, that as women enter the work place in record numbers, working full time rather than part time, the work and responsibilities of the home remain the same.

Discrimination in employment has been charged many times and past national legislation attests to the validity of this charge through the Pay Equity Act of 1963, the Civil Rights Act of 1964 and Title IX of the Education Act. Some of these Federal efforts are in jeopardy.

Many people, including Eleanor Holmes Norton, past Chair of the Equal Employment Opportunity Commission, have been projecting that pay equity may be the issue of the 80's. One can reflect on this statement as possible and yet, in presenting a more pessimistic and possibly a more realistic view of the 80's, it can be argued that employment, and the availability of employment, may well be the issue. In fact, a debate in the SUN Saturday, March 25, 1981 addressing the issue of a subminimum wage for teenagers wove the theme of the lower wage as needed for "the young, the unskilled adult male and housewives."

HEALTH

The health issues for women are becoming more complex. In a universal sense our concern should be survival and the quality of that survival. The future generations will be measured on their ability to survive. Today, we have had to face undying challenges - DES, PCB's, Kepone, Malathion, DDT, Atrazine and nuclear energy - producing an alphabet soup that is not biodegradable. We are the vessels for the next generation. It is imperative that we stand today as the protectors of the environment, our food supply and our chromosomes. The stewardship has never been as tenuous.

EDUCATION

As already stated, our formal education is equal to the men in this country. We learned very quickly that men achieved power, visibility and recognition through education. It seemed so plausible. And yet, education has not guaranteed these achievements. As a result, in addition to our education, we must:

- . develop a network and a mentoring method that will make certain our young and returning women have access to employment mobility;
- . encourage women into business, manufacturing, industry;
- . make certain that our local educational institutions from elementary years through college actively assist in breaking barriers that have been detrimental to women's achieving their full potential;
- . encourage the concept that continuing education is the most natural form of education - that what educators refer to as "interruptions" i.e., through having children, is really life experience in decisionmaking, arbitration, management and, as such, have an educational component to them;
- . nominate and back women for appointments and elective office, particularly on school boards, Boards of Trustees, etc.

The complexion of education and who gets educated is going to be in a state of flux over the next ten years. It is folly to think that reduced educational grants, counseling services, limited day care and employment after qualification will affect anyone more adversely than it will women.

WOMEN IN CRISIS

The anguish and alienation of the women in this country - beaten, displaced, homeless - cannot be ignored.

In Maryland, since 1977 twenty-one battered spouse programs have come into existence to respond to the 15,000 cases reported annually. If you think we are free and not vulnerable, speak to one of these women who, in the dark of night escaped with her children, the clothes on their backs and not enough identification to make them eligible for public assistance. This is vulnerability. This is a victim in our society. Lest you are thinking of Baltimore and other metropolitan areas, the per capita incidence is higher in rural areas and is not tied to economics.

The women in crisis in our society are the voices of silence - harassment on the job unreported, the beatings unchallenged, the child abuse undefined and the incest ignored.

There are programs in each of our regions that will provide a choice that was not available ten years ago. For example, there are displaced homemakers programs throughout the State attempting to serve the 60,000 women who may need these services. The State currently provides \$179,000 for the 21 battered spouse programs throughout Maryland. Just this year Governor Hughes submitted a supplemental budget which included \$182,000 for a model Homeless Women's Shelter in Baltimore. Obviously the problems are not solved. The issues, at best, have been identified and some programs have been funded. We have had a sense, over the past ten years, that we were making progress.

For our continued progress and survival we should pause, however, to reflect on the past three months.

As with many emerging groups in the country, we looked to the government to assist us in our pursuit of equal rights and equal opportunity. Many view the recent chain of events politically as a setback for the traditional route for women's progress. There is justification for that view:

- . limited participation by women permitted in the Reagan administration;
- . serious reduction of the women, infants and children program, one of the most basic nutrition programs in the United States;
- . elimination of affirmative action;
- . elimination of Title IX and its federally mandated efforts for sex equity in education;

- . softening of Title VII of the 1964 Civil Rights and in the areas of employment discrimination;
- . the diminishing leverage and clout of the Equal Employment Opportunity Commission;
- . the existence of the Women's Bureau in the Department of Labor, since 1919 is challenged;
- . 27,000 Maryland families added to welfare roles as a result of federal cuts.

The image is being developed by the anti-ERA groups that homemakers will be damaged by ERA. The point to make, and make again is that there is no ERA nationally and homemakers are discriminated against in employment, social security and pensions.

In fact, the elderly widowed homemaker will live on about \$2,500 per year in her old age. So to think that federal ERA will harm the homemaker is a travesty of the highest order.

Further justification for these concerns may be found in proposed legislation and constitutional amendments. The not so subliminal message of "barefoot and pregnant" may be back in vogue especially when one reviews the Laxalt bill which will require education to teach that "one should maintain and emphasize the traditional role and function of women in our society."

Most of these proposed federal changes are labelled economics. Economics is everyone's concern. The entire product is not economics, however.

Remember:

"Family" is our language - not right-wing politics. Every woman is a member of a family and to suggest that equal rights and equal opportunity are anti-family denies not only a woman her full citizenship, but diminishes the rights of men also.

Remember:

Poverty is a women's issue. Eighty percent of the people on welfare are women and children.

Remember:

Nuclear waste and war are women's issues.

Remember:

If economics is the motivating force, then women should be where the public and private policies for funding, service and production are being made.

For example:

1. Women's programs have in the past, received only 6/10 of one percent of foundation and corporate dollars donated to promote or augment non-profit or governmental programs.
2. Women should be encouraged to seek employment at high management levels in the private sector.
3. Funds should be raised and targeted to elect women to public office.
4. Women should promote other women for appointment consideration to corporate and public boards and commissions. Nationally, women comprise 15% of the membership on boards and commissions - a sorry representation for 50% of the population.
5. Alternate work patterns should be explored, developed and encouraged - patterns such as flex time, shared time and part time with benefits.
6. Women should organize at the lowest governmental level to serve as a core in local efforts to keep women's needs and concerns visible before its local county commissioners, councils, businesses, civic groups and charitable organizations. A strong and lasting grass roots effort is needed to sustain the progress we have made.

There are more positive approaches and the women of Washington County should be exploring these possibilities together.

In closing, for our future we should heed carefully and thoughtfully the words of Eleanor Roosevelt in her presentation before the United Nations in 1962:

"I believe we will have better government when men and women discuss public issues together and make their decisions on the basis of their differing areas of experience and their common concern for the welfare of their families and their world - too often the great

decisions are orginated and given form in bodies made up wholly of men, or so completely dominated by them that whatever of special value women have to offer is shunted aside without expression."

My sisters in Washington County - be vigilant and diligent!
Or, as the National Working Women's Organization says "Don't Agonize - Organize."

WOMEN IN WASHINGTON COUNTY 1981

April 30, 1981

Small Group Discussion - Career Choice

1. As you see them, what are the critical issues facing women in Washington County?
 - Choices and the availability of choices are important concepts that are not stressed enough
 - Both homemakers and employed women should be more aware of each others' roles
 - Role models for younger women are few
 - The school system is not as responsive as it could be to the career education needs of its students
2. What concerns arise from these issues?
 - Women are still choosing traditional, i.e., low-paying careers
 - Homemakers and employed women have not united to work on common concerns
3. What can be done about them?
 - Improve on the distribution of knowledge about career choices
 - Create a career education plan for Washington County
4. If there were a group devoted to women's issues, what would you want that group to do?
 - Educate women to have a better understanding of women's rights, advancing in business, and of management opportunities
 - Help women see that they have a common bond and that they should unite

- Form a watchdog committee to monitor local boards, commissions and meetings of elected officials
- Set up a network of employment resources
- Focus on equality issues, through position papers and speaking engagements

WOMEN IN WASHINGTON COUNTY 1981

April 30, 1981

Small Group Discussion - Education

Education is an ongoing process in the area of issues affecting Washington County women. Participants involved in the group discussion focusing on education concentrated intensely on the following topics:

- a) attitudes toward women:
- b) means of raising awareness of issues affecting women;
- c) education within the family unit; and
- d) miscellaneous, but important, issues

The discussion of these topics follows in summary.

a) Attitudes Toward Women

During the 1981 commemoration of Maryland Women's History Week, a middle school teacher was disappointed that her enthusiastic presentation of noted Maryland women was met with apathy on the part of her students - girls as well as boys. Her frustration was intensified when she learned that a colleague (male) gave his students a fifty-minute free period rather than work on the material for Women's History Week.

We cannot assume that this laissez-faire attitude is pervasive in every stratum of Washington County society. However, it is present to an extent that generated concern in the minds of this segment of conference participants. If material is directed to the reduction of sex-role stereotyping and is available within the resources of the Board of Education, then effort should be made to see that it is used regularly and systematically at all levels of the curriculum.

The group next brain-stormed ways in which the objective might be met.

b) Means of Raising Awareness of Issues Affecting Women

In order to coordinate the efforts of the Board of Education with informal educational settings in the county, the group proposed the following suggestions:

1. It would be appropriate for a group of individuals to develop a resource center for women's issues, e.g., sex-role stereotyping. This "center" could provide
 - a. speakers for civic groups, PTA, etc., who would address the issues of women in Washington County
 - b. displays, posters, bibliographies for children and teenagers which could be used at home and youth meetings. This would reinforce some of the efforts being made in the schools.
2. For particular emphasis, the group focused on the issue of sex-role stereotyping. The importance of presenting options to children of various career choices, irrespective of sex-related traditions, was the unanimous opinion of the group.

Several group members who are teachers in the Washington County schools mentioned that there are many resources, printed and other media, available in the schools. They felt, however, that these resources were not used widely and consistently by all faculty.

c) Education Within the Family Unit

Again, the group members raised the issue that education for sexual equity needed to be reinforced in the home. Not only do children need to be encouraged to explore various career options, but they should also be made aware of the worth of homemakers in the general functioning of society.

There was considerable discussion on the need for parents to be selective in their choice of toys and reading matter for their children. Greater efforts need to be made in reducing traditional role expectations as the only option for youngsters, e.g., dolls for girls; trucks for boys.

d) Miscellaneous Issues

Touched upon as being critical for further discussion and study were:

1. The uncertainty some women have about their future security; how to educate for career change or job entry
2. The issue of depression in women
3. Growth in self-esteem by 80% of women who work for pay and how this information can be used when addressing the needs of women in Washington County
4. The myths and realities of the quota system in hiring.

In summary, the process of educating the general population on the issues affecting women cannot be left to the school system alone. Attitudes and issues critical to women need to be kept at a constant level of awareness. It will take the dedication and sense of purpose of a group of women, and men, to keep this awareness before the general public - in schools, in business and industry, in churches and civic groups, in neighborhoods and homes.

WOMEN IN WASHINGTON COUNTY 1981

April 30, 1981

Small Group Discussion - Employment

1. As you see them, what are the critical issues facing women in Washington County?
 - employment discrimination against women, both overt and subtle
 - job segregation
 - inappropriate education for jobs
 - limited job market
 - limited opportunity for upward mobility
 - limited opportunity for service on paid boards
2. What concerns arise from these issues?
 - women are not prepared well for employment
 - women are tied to low-paying jobs
 - women's voices and views are not heard, encouraged, or supported
3. What can be done about them?
 - file complaints with the State Human Relations Commission or the EEOC
 - let local elected officials know how you feel about local appointments
 - encourage women to seek appointed and elected positions
 - be vocal
4. If there were a group devoted to women's issues, what would you want that group to do?

- work together on issues which affect Washington County
- involve women's organizations
- develop a Women's Directory
- develop a women's news (not social) column in the newspaper
- serve as a referral source for local employers
- develop an executive women's network

WOMEN IN WASHINGTON COUNTY 1981

April 30, 1981

Small Group Discussion - Domestic Violence

1. As you see them, what are the critical issues facing women in Washington County?
 - Negative attitude and disrespect toward women at every level
 - Lack of women in elected and appointed positions - "If the men do not see a need for it, they are not going to fix it."
 - Tendency to view CASA and interested women's groups as radicals or lesbians
2. What concerns arise from these issues?
 - Cycle of violence repeats itself - sons view their father's physical abuse and adopt it as learned behavior and practice it on their wives when they grow up
 - Women fear public opinion and revenge if they report their problems to CASA
3. What can be done about them?
 - Teach equality and respect to children at elementary level
 - Teach that physical abuse is wrong and is not to be condoned
 - Offer counseling to girls at high school level to teach them confidence and self respect - allow them to realize that they do not have to stand the abuse, that they do not have to depend on a man for everything in life
4. If there were a group devoted to women's issues, what would you want that group to do?

5. What would you be willing to do?

Women, in Washington County need a broad based group to unite women, take a stand concerning certain women's issues, conduct educational seminars, etc.

Also a radical group needs to be formed if the proper person can be found to head it. It would take the "extreme views" to enable the main women's group to be more "center of the road". The radical group could voice causes that are too sensitive for some women to take (because of their jobs or community position). For instance, searching out of battered women or boycott of store selling products injurious to women or children.

WOMEN IN WASHINGTON COUNTY 1981

A Conference
 cosponsored by
 Hagerstown Junior College
 and
 CASA/New Directions for Women
 Thursday, April 30, 1981

PROGRAM

6:00 P.M. - Check-in/Conversation
 6:30 P.M. - Welcome - Dr. Atlee C. Kepler
 President, Hagerstown Junior College

Dinner

7:30 P.M. - Introductions - Diane Weaver, HJC Staff
 Vice Chairwoman, Maryland
 Commission for Women

Keynote Address - Constance R. Beims
 Appointments Officer
 Governor Harry Hughes

8:00 P.M. - Small Group Discussions
 Women and

Education
 Employment
 Domestic Violence
 Career Choice

8:45 P.M. - Group Reports, Conclusions, Evaluation,
 Next Steps

9:00 P.M. - Adjourn

Conference Committee

Dr. Marie Nowakowski
 Director of Counseling, HJC

Vicki Sadehvandi
 Executive Director
 CASA/New Directions for Women

Robin Spaid, Director
 Chapter II/Homemakers in Transition
 HJC

Diane Weaver, Coordinator
 Experience Based Career Education
 HJC

HAGERSTOWN JUNIOR COLLEGE
Hagerstown, Maryland

April 30, 1981

WOMEN IN WASHINGTON COUNTY - 1981

Evaluation Summary

(Evaluations Received: 43)

A. Conference Topics:

1. The topics covered met my expectations.

17	22	1	2	
Strongly	Agree	Neutral	Disagree	Strongly
Agree				Disagree

2. I will be able to apply the material in my leadership role in a women's service organization (or in my employment setting).

11	25	6		
SA	A	N	D	SD

B. Small Group Sessions

1. The topic in my session was discussed thoroughly and in an interesting manner.

17	20	3	2	
SA	A	N	D	SD

2. I will be able to apply the material in my leadership role in a women's service organization (or in my employment setting).

8	27	5		2
SA	A	N	D	SD

C. Conference Arrangements

1. The style of presentations met my expectations.

27	13	2		
SA	A	N	D	SD

2. The preparations for the conference met my expectations.

26	14	1	1	
SA	A	N	D	SD

C. Conference Arrangements (continued)

3. The dinner at the workshop met my expectations.

<u>31</u>	<u>8</u>	<u> </u>	<u> </u>	<u> </u>
SA	A	N	D	SD

D. Summary Evaluation:

1. The workshop was worth attending.

<u>28</u>	<u>10</u>	<u>2</u>	<u> </u>	<u> </u>
SA	A	N	D	SD

2. I would attend another workshop dealing with these topics or similar ones of importance to women in Washington County.

<u>23</u>	<u>13</u>	<u> </u>	<u>2</u>	<u> </u>
SA	A	N	D	SD

3. I would recommend this kind of conference to other women.

<u>25</u>	<u>10</u>	<u>3</u>	<u> </u>	<u> </u>
SA	A	N	D	SD

4. My suggestions for improving the workshop are:
- (Summary of all comments)

1. Possibility of longer small group discussion2. Really worthwhile, did not come with high expectations.
Really did appreciate the organization and informality
of the session.

3. Including more professional women, executive directors
of agencies, and business women.

4. My only disappointment was that I could not participate
in all four group discussions. Hope to see much more
of this type of group organization in the future.
5. Keep going - don't let up.
6. Interesting to meet and hear so many women from different
groups with real interest in women's issues. The need

- for a coalition is important.
7. Now that Connie's remarks have been heard more time for interaction would help in future meetings. Perhaps not necessary to have dinner again. More time to plan - less socializing.
 8. Second meeting should divide into interest groups. Keep total group meetings to once a year - don't intimidate busy people.
 9. Do this on a Saturday afternoon rather than a weekday evening. I felt I would have been far more involved in the discussion when I'm not tired. The organization of women in Washington County is dear to my heart.
 10. Excellent. More time to discuss and then review with others. I was very pleased.
 11. A longer time for the small group discussions. There is so much to talk about and learn. Very interesting.
 12. Let the women know what the conference is before she gets there. I have no hang-ups about this issue and am not discriminated against in my job or at home. I must have a rare husband and employer.
 13. Though a microphone might take from the informal, open approach which seemed to lend to the discussion, the key-note message should be easily heard - which was not the case in all areas of the room. I feel that there should

- be more opportunities such as this so that more and more
women will eventually have the chance to share and know.
14. I would like to see some sort of women's network or co-
alition formed especially as a followup to the employment
small group discussion. I am most interested in the dis-
crimination against women with regards to over-age, over-
educated, etc.
15. Microphone for speakers - sometimes when we feel something
strongly, we tend to lower our voices. Enjoyed program
very much and am interested in coalition group.
16. More often. More discussions.
17. Let's just keep it up.
18. Much of this is ground we have covered in our organization.
This is a group of women already aware and supportive of
the movement on the whole, I'm concerned about women -
there are many - who neither share nor understand the
need. We need a little more diversity of opinion perhaps
to point out the need to win other women to the cause.
19. Very well done. Could use more time for discussion.
20. More time for small groups and opportunity to sit-in in
all four seminars.
21. More time for small discussions.

Washington County Women 1981

Hagerstown Junior College

April 30, 1981

Organizations and Representatives

American Association of University Women	Barbara H. Russell Donna Pile
Beta Sigma Phi, Xi Epsilon Chapter	Susan L. Hogevoil Rosie Simcox
B'nai Abraham Sisterhood	Carol Eaton Mendelsohn Carolyn Boro
Board of Education, Washington County	B. Marie Byers Margaret Trader
Business and Professional Women's Club, Hagerstown	Celia S. Ausherman Ann Mazingo
CASA/New Directions for Women	Vicki Sadehvandi Patricia Cushwa
City of Hagerstown	Bennie Hannon Florence Murdock Janice McCampbell
Community Services Council	Margaret K. Comstock
Hagerstown Junior College	Atlee C. Kepler Marie Nowakowski Robin Spaid Diane Weaver
Herald Mail Company	Marie Bell
Insurance Women of Hagerstown	Annajean L. Bitner M. Jill Black
Jayceettes, Hagerstown	Catherine Burner Patti Davis
Junior Women's Club	Vicki Matthews Kathy Wright

Ladies' Auxiliary, Fraternal Order of Police	E. J. Earley Doris Earley
Ladies of the Elks #378	Mary Ann Jenneke Jennifer Koons
Lioness Club	Doris Keller Doris Fisher
Maryland Commission for Women	Barbara Gordon
National Organization for Women, Washington County	Adair Eves Kandy Douglas
Nurses' Alumnae of Washington County Hospital	Donna R. Wells Fran Fox
P.E.O. Sisterhood	Muriel Eckmann Martha Talton
Professional Secretaries International, Hager Chapter	Mary L. Keeney Mary Brown
Republican Women's Club	Susan Elgin Berryman
Soroptimist International	Pat Mesner Marlene Shank
Washington County Extension Homemakers Council	Julianne Harp Carolyn Donegan
Welcome Wagon	Robbie Matonak Judy Mountain
Women's Council, Hagerstown Board of Realtors	MaryLou Yeager Judy Kline
Zonta International	Kay Hull

UNIVERSITY OF CALIFORNIA
 [ERIC] CLEARINGHOUSE FOR
 JUNIOR COLLEGES
 66 POWELL LIBRARY BUILDING
 LOS ANGELES, CALIFORNIA 90024

AUG 21 1981